As a newly qualified business coach in 2012, I knew that some form of supervision would be needed to help me develop my practice. My business niche was clear to me but the supervision was not.

Firstly, I wanted 1–1 supervision. At the outset, that was hard to find. I asked ten or more coaches and in doing so I felt like I was asking to join the Freemasons and I was just using the wrong signals as no acceptance signal came out. It took a while to find the 1–1 supervision and serendipity came into play in identification of that person. Supervision is not a ‘just add water’ recipe from which clients immediately can hear and see the benefit.

Many of my coaching clients are in quite challenging professional circumstances and supervision gives me a structure to consider my work and them. It helps me to reflect and improve on my coaching work and challenge how I relate to the client.

I am now in group supervision. I enjoy and learn from the process of working in a larger group, really listening to others and their observations. After a coaching session with a client I often think back to a recent session with my supervisor and wonder how I would articulate that meeting to them. That in itself is a useful discipline.

Lawyers, actuaries and accountants have supervisors. Business coaches need to look up from their desk and supervision is one very valuable tool to do that. When I embarked on supervision specialist reading was vital to get my bearings. Nancy Kline and Jenny Rogers have been two experts I continually refer to in my coaching practice. I looked to Kline (*Time to Think*) first to give me the foundation of why supervision matters and to get her viewpoint. Nancy Kline has developed and nurtured a loyal following with leaders in global business and international government, which centres around her coaching discipline of the Thinking Environment. At its core, it is collegiate and attentive allowing coaching clients ‘time to think’ and to challenge long held and in some cases incorrect assumptions.

In her second book on this topic, *More Time to Think* (2009), Nancy Kline touches briefly on supervision. She confesses to a slight sense of discomfort at the term. Kline considers supervision to be a time for the supervisor to ‘challenge and encourage’ and also to really
pick apart 'limiting' and potentially inhibiting assumptions which are held by the coach. Supervision requires courage to think openly and independently. When I finally identified a supervisor, Jenny Rogers proved invaluable in establishing the learning agenda. Jenny Rogers quickly takes the view that supervision is important for the coach. She gives a deft guide on how to make it work for the coach. Her perspective is on achieving clarity on the term 'supervision'. Rogers gives structure to how to get intellectual value out of the dialogue with a supervisor. She gives additional tactics on how coaches might deepen their learning outside supervision. She notes that there is no evidence currently to prove that coaches with supervision are any better than those without supervision. Supervision is not a Good Housekeeping badge of quality. It is one activity in a chain of actions which coaches need to consider as they develop their practice. With the duet of these authors in my mind I found it helpful in determining my approach to learning through supervision.